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Indiana School Journal:

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BY THE

Indiana State Teachers' Association.

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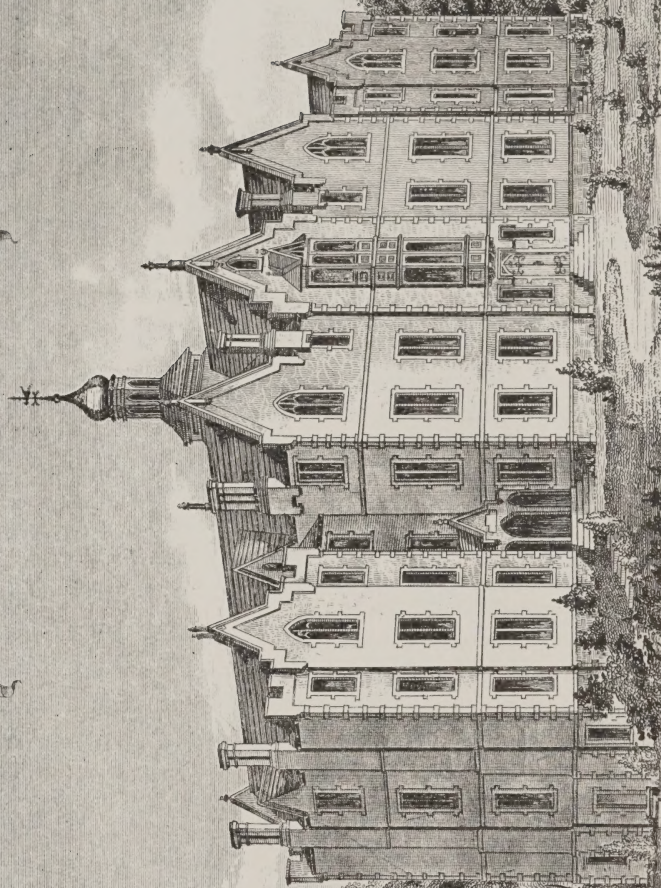
T. A. GOODWIN.

OPINIONS OF THE PRESS.

Mr. Goodwin, who has been publishing, at Brookville, Ind., the largest country paper in the State, and one of the very best withal, has removed it to Indianapolis, Indiana. [South Bend Register.

REMOTE STORAGE

INDIANA UNIVERSITY



W. Tinsley Architect.

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THE
Indiana School Journal.

VOL. III. INDIANAPOLIS, JAN., 1858. NO. 1.

AN HISTORICAL SKETCH OF INDIANA UNIVERSITY.

BY E. P. COLE.

All the various literary institutions of a State are, in a greater or less degree, but the different joints of one great intellectual whole; and for their complete success mutually dependent the one upon another; and hence there should ever be a community of feeling, as there is of interest between them all. Believing, therefore, that our State University exerts no small influence upon our State, and presuming that many of our readers would like to become better acquainted with it, we accordingly present the following short sketch.

The material for an historic sketch of Indiana University, especially during the first four years of its existence, are exceedingly scarce; and as there seem to have been no records kept, or at least preserved, during that period, we have been compelled to depend upon the memories of those residing on the ground at the time, for the few facts given. All these can be relied upon as correct, with the exception of a few dates, about which there is a slight uncertainty.

The Indiana University owes its existence to two several grants of land made by Congress. By the act of Congress passed in 1804, laying off the Vincennes land district, a township of land was reserved in Gibson county for the benefit of the Vincennes University. Afterwards, in 1816, Congress set apart another town-

ship of land in Monroe county, which, together with the former donated township of land, was given in charge to the State for the support of a seminary of learning.

By act of the Legislature, approved January 7th, 1820, Trustees were appointed to select the site for the institution, which was denominated the Indiana Seminary, and to superintend its concerns generally. This Board met in Bloomington on the 15th day of June, 1820, and selected the site now occupied by the University Buildings. James Borland, Esq., was appointed agent to lay off the lots and offer them for sale. The money was afterward loaned by authority of the Legislature, for the purpose of accumulating the necessary building funds. The names of these Trustees do not appear on any record now in our possession.

In the Fall of 1824, the Seminary was opened, with about twenty students, under the charge of Rev. Baynard R. Hall. The building was in an unfinished condition, being minus its doors and windows.

After continuing thus for two years, another teacher was added, John H. Harney, a graduate of Miami University, and now, and for several years past, editor of the *Louisville Democrat*.

The school steadily increased under the charge of these two gentlemen—Mr. Hall acting as Principal—until Jan. 24th, 1828, when, by act of the Legislature, the name of the Seminary was changed to that of the Indiana College. The first Board of Trustees, consisting of Edward Borland, Jonathan Nichols, James Blair, Samuel Dodd, Leroy Mayfield, Dr. D. H. Maxwell, William Lowe, William Bannister, Seth Leavenworth, and Williamson Dunn, convened in Bloomington, on the 5th of May, 1828, and organized by electing Dr. D. H. Maxwell, President of the Board, P. M. Dorsey, Secretary, and James Borland, Treasurer.

At this meeting of the Board, Rev. Andrew Wylie, D.D., then President of Washington College, Pa., was chosen President; Mr. Hall was elected Prof. of Languages; and Mr. Harney Prof. of Mathematics and Physical Science. The salary of the President was fixed at \$1,000—each of the others at \$400. At the same meeting, arrangements were made for erecting the main college building, since burned.

At this meeting, also, was passed the following resolution, for the benefit of our present Minister to Berlin.

“*Resolved*, That Joseph A. Wright be allowed, for ringing the bell, making fires, &c., in the college building, during the last ses-

sion of the State Seminary, the sum of \$16.25; also, for a lock, bell-rope, and broom, \$1.37½; and that the Treasurer of the late Seminary pay the same. Issued May 12th, 1828."

On Sept. 26th, 1832, Prof's Hall and Harney closed their connection with the College; and Beaumont Parks was elected in the place of the former, and E. N. Elliott, late of Miami University, in room of the latter.

March 28th, 1837, the Department of Mathematics and Physical Sciences was divided into those of Mixed and Pure Mathematics, and Prof. T. A. Wylie, then of the University of Pennsylvania, was chosen to the former, and James F. Dodd, a graduate of the institution, to the latter. These appointments were, at first, *pro tempore*; and during the next year were made permanent. They were occasioned by the resignation of Prof. Elliott, during the previous year, to accept the Presidency of a college in Mississippi.

At this same meeting of the Board, the Department of Languages was also divided; Prof. Parks retaining the Latin Language and Literature; and Augustus W. Ruter was elected to the Department of Greek and the Modern Languages.

On the 15th of February, 1838, an act was passed changing the Indiana College into the Indiana University; and on the 24th of September, 1838, the Trustees, named in the act of incorporation, met in Bloomington, and organized by electing Hon. Paris C. Dunning President of the Board, and James D. Maxwell, Secretary.

The Board re-elected the last Faculty entire, standing thus:

REV. DR. WYLIE, President.

T. A. WYLIE, Prof. of Mixed Mathematics.

JAMES F. DODDS, Prof. of Pure Mathematics.

AUGUSTUS W. RUTER, Prof. of Greek and Modern Languages.

BEAUMONT PARKS, Prof. of Latin.

On the 6th of April, 1839, Prof's Parks, Ruter, and Dodds closed their connection with the University. Their chairs were temporarily filled until the same month of the next year, 1840, when Lieut. Jacob Newnen, of the U. S. Military Academy, was chosen to the Chair of Mathematics, and John I. Morrison, long a distinguished teacher, to the Chair of Ancient Languages. At the same time, M. M. Campbell, a graduate of the Institution, was chosen Adjunct Prof. of Languages, and Principal of the Preparatory Department. Mr. Campbell maintained his connection with the

University for more than fifteen years, proving himself an accomplished and successful teacher; and when, through ill health, he was compelled to leave, Mr. James Woodburn was appointed to fill his place, and is, at present, the very efficient head of the Department.

On the 5th of June, 1843, Prof. Newmen resigned, carrying with him the kind regards of the Faculty and the Board of Trustees. His place was temporarily filled by Mr. Henry Turner, a graduate of the school.

On the 10th of the same month, Prof. Morrison also resigned. He had proved himself a fine instructor, and his departure was very generally regretted.

On the 25th of the following September, Daniel Read, late Prof. in Ohio University, was elected to the Chair vacated by the late Prof. Morrison, and on the succeeding 28th, Rev. A. W. Ryors, also of Ohio University, was chosen to the Chair of Mathematics and Civil Engineering.

On the 26th of September, 1848, Prof. Ryors resigned, to accept the Presidency of Ohio University. His place was temporarily filled by Mr. Charles Marshal, of the University of Virginia.

In November, of 1851, Dr. Wylie, the President, suddenly died, and left the University without a head.

He was a man of a high order of mind, and of profound acquirements, and of an educational reputation co-extensive with our country. He had filled a large space in the public eye, and his death was a severe blow to the educational interests of the State.

During the succeeding winter of 1852, Prof. T. A. Wylie was induced to accept the Professorship of Mathematics in Miami University, and removed to Ohio. His resignation was unfortunate for the interests of our State School, as it had owed a very large part of its success to his superior efficiency. Fortunately, he determined to return to his old place, and again entered upon the duties of his department during the Spring of 1855.

There was much difficulty experienced in filling Dr. Wylie's place. Several distinguished men were elected, but all declined, for various reasons. Finally, on the 3d of June, 1852, the Board tendered the place to the Rev. Dr. Ryors, President of Ohio University, and formerly Professor in this Institution. He accepted, and entered upon the duties of the Presidency during the Fall of the same year. Prof. Milligan, of Washington College, Pa., was

elected to the Chair made vacant by the resignation of Professor Wylie.

August 3d, 1853, Dr. Ryors resigned the Presidency, and Dr. Daily, the present incumbent, was chosen in his place.

Dr. Ryors, during his short stay, had exhibited high qualifications for the post, and retired amid the profound regrets of all.

About this time, was decided a vexatious law-suit on the part of the Trustees of the Vincennes University, in reference to the remainder of the township of land in Gibson county, before referred to, and which they alleged the State of Indiana had wrongly alienated for the benefit of the Indiana University. The General Assembly, after several years of annoyance by means of petitions and complaints, at length, in 1846, passed an act permitting the State to be sued in the Marion Circuit Court. The suit was, accordingly, entered, and, after the decision in the lower court, taken by appeal to the Supreme Court of the United States, when it was decided against the State. By this decision, the Indiana University was the loser to the large amount of \$65,000. To have paid this would have nearly exhausted her endowment, and in all coming time crippled her energies. But, fortunately, during the pendency of the suit, Congress donated 23,040 acres of the public lands in this State to the University, in view of her impending misfortune. The State, also, with a noble generosity, assumed the liability to the Vincennes University, so that the endowment of our University remains intact; and the 23,040 can be applied to meet the charges for increased appliances.

In April, 1854, the University building was burned to the ground, and with it its extensive and valuable libraries. This proved, indeed, a dark day for the prospects of the Institution, and those who had before manfully contended with foes within and foes without, were nearly disposed to give up all for lost, and in despair abandon what had for so many years been the object of their hopes and aspirations. But better counsels prevailed, and the old friends of the Institution once more rallied to the rescue, and soon caused a new building, "phoenix-like," to arise from the ashes of the old. And perhaps for all this success, the Institution is more entirely indebted to its present President, Dr. Daily, than to any one else. With an energy that did not for one moment flag, and with a hopefulness that did not for one moment yield to despair, he moved straight forward to the accomplishment of his purposes; and to the question how he succeeded, let the

beautiful edifice now standing on the site of the old one give the appropriate answer.

The citizens of this town and the adjoining county came nobly to the rescue; and more than \$10,000 were subscribed to erect the new building. Did space permit, we would like to record the names of several, who in their liberality made large sacrifices for this purpose.

On the 3d of April, 1854, Rev. Elisha Ballantine was elected Prof. of Mathematics, in the place of Prof. Milligan, who had been transferred to the Chair of Natural Science.

On the 4th of August of the same year, Prof. Milligan resigned his chair. Prof. Anderson, formerly connected with the Institution, was chosen to the vacant place. He remained until the succeeding spring, when he yielded to solicitations to return to Kentucky, and his place was filled by Prof. T. A. Wylie, as has before been stated.

Dec. 4th, 1855, Prof. Daniel Read resigned his chair in the University to accept a professorship in the University of Wisconsin. A tutor was appointed to temporarily fill the vacancy.

On the 5th of August, Daniel Kirkwood, L. L. D., late President of Delaware College, Delaware, was elected to the professorship of Mathematics and Civil Engineering, and Prof. Ballantine, in accordance with his wishes previously consulted, was transferred to the department of Languages, formerly filled by Prof. Read.

As early as Sept., 1835, an attempt was made to organize a Law Department, and Judge Blackford was elected Professor. He declined and the attempt failed, and though the effort was repeatedly made, yet uniformly with the same want of success, until 1841, when the Board accomplished their wishes in the selection of Judge David McDonald for Professor. He maintained the position for several years until his removal from this place, and during a part of his connection with the department, had Judge Otto associated with him. After the resignation of Judge McDonald, Judge James Hughes, now member of Congress from this district, was elected to fill the vacancy. He resigned about a year since, and J. R. M. Bryant, Esq., was called to the department. This branch of the University has always been filled by able men, and its advantages have not suffered by comparison with those of other institutions.

Several years later a Normal Department was established, and the Board of Trustees expended several hundred dollars in fitting

up a building for its reception, but it seems never to have realized the anticipations of the public, and the Board, at their meeting in August last, abolished it.

The above sketch, though meager in details, is as full as was contemplated in our plan, and quite as much so as comported with the available space in our *Journal*. It was only designed to give a few of the more prominent facts in connection with the history of the Institution.

That the University has not realized all the anticipations of its friends is not denied. That it has fallen far short of the false and unreasonable standard enacted for it by its enemies, is equally certain. For all this there are many and *very solid* reasons. Its location was unfortunate—situated in a new part of the State, very deficient of access, even in the most favorable season of the year, and at times almost impossible to be reached on account of the state of the roads—surrounded by a population not intensely appreciative of the advantages of such an institution—the rivalry and opposition of other Colleges in the State, easier of access, and appealing to sectarian preferences for their support. Bitter intestinal feuds at times almost literally rending the Faculty—the opposition, deep and bitter, of professed friends, and even of some *who were sworn to subserve its interests*, and finally, the destruction by fire of its principal building, and its entire valuable library. All these conspired to cripple its energies, and dwarf its progress. Now in view of these circumstances, which are perfectly patent to all, the wonder should be, not that it has accomplished comparatively so little, but that it has done anything at all worthy of record.

The present condition of the Institution is most promising, and bids more fairly to meet the anticipations of its friends than at any former period in its history. The Board of Trustees are intelligent, liberal, and devoted to the interests of their charge; the Faculty are able and closely united, and the number of students in the regular College classes unprecedentedly large.

The building, of which we furnish a view, is one of the finest in the West, and is highly creditable to the skill of its accomplished architect, Mr. Tinsley, to whom our State is largely indebted for some of her finest public buildings. We subjoin his description of the new building.

“The new University Building is in the collegiate-gothic style—simply and truly carried out. The exterior of closely set brick

work, the openings of doors and windows on principal front having cut stone dressings, the quoins and gable copings, string and base courses of same material, (a beautiful cream colored limestone, found in great abundance on the ground.) The length of front is 145 feet. The building consists of a center main building, 60 feet by 53 feet, and three stories high, gabled and surmounted by a bell turret about 80 feet high. The chapel, 66 by 50, society rooms, committee rooms, and professors' room, main hall, and passages of communication to the wings are in the center building.

"The wings each about 38 feet by 26, also three stories high, but lower than the center—with intermediate spaces or side halls in which are placed stairs, (to approach the chapel from either side;) the library, museum, recitation rooms, law lecture room, law library, President's rooms, &c., &c., in the wings. Under one wing where the ground falls considerably, a laboratory may be had, or it may be used as a hot air room, fuel, stores, &c.

"The site of the building is central across the line of the principal street, leading from the court house square, and with one end to the railroad, so that both fronts of the building and one end, (in all of which the character is preserved,) may be seen from the cars as they pass."

There is still a debt of \$15,000 hanging over the building, which will be canceled as soon as the Legislature shall give permission to sell a part or the whole of the lands lately donated by Congress.

This sale is imperatively demanded by the exigencies of the College, and to any longer delay the sale, would be acting in bad faith to the liberal donor. Money is also needed to complete the furnishing of the building, and to add to the Cabinet and Apparatus, both of which fall very far short of the requirements of such an institution. Its library is also in most pressing need of a liberal appropriation—the only works belonging to it being a donation of some \$1500 worth, made by H. W. Derby of Cincinnati, for which he deserves the thanks of all the friends of the University.

The financial condition of the University, with the exception of the present pressure just alluded to, is in a high degree healthy and promising. The original endowment consists in the proceeds of the sale of the two grants of land referred to in the first part of this sketch. This amounts to nearly \$100,000, which is under

the care of the Auditor of State, who by law is *ex-officio* Treasurer of the University. This money is lent in sums not exceeding \$500, at 7 per cent. interest paid annually in advance, and in all cases upon security of real estate unencumbered, of which the sum lent shall not be more than one-third the value. The interest arising from this fund is applied to the pay of the Faculty *only*.

The University building and its furniture, library, cabinet, and apparatus, are worth probably \$35,000. The last lands donated are worth, upon a moderate estimate, \$150,000, so that when the University is enabled to properly control all her pecuniary resources, she will be able to furnish every desirable appliance in the way of procuring an extensive and thorough education.

The institution offers the most ample inducements for those seeking an education. The course of instruction is extensive and thorough, and the student is required to master it. Unlike some other institutions, there is not an *extended course published* and a *shorter* and *superficial* one used in the recitation room.

It is but simple justice to say, that for scholarship and success in teaching, the Faculty are not surpassed in the West; and the proof of it is seen in the fact, that students can leave this institution and take their standing in Princeton and Yale.

STATE TEACHERS' ASSOCIATION.

FIRST DAY.

The Indiana State Teachers' Association convened Tuesday afternoon, December 29, in the Senate chamber.

Pres. J. G. May, of New Albany, called the Association to order.

The exercises were opened with prayer by the Rev. Dr. Daily, of the State University, at Bloomington.

Quite a large number of teachers were present, both male and female.

On motion, G. W. Bronson, of Indianapolis, was appointed Secretary *pro tem.*, in the absence of the regular Secretary.

Messrs. D. H. Roberts, of Pendleton, and H. B. Wilson, of New Albany, were chosen Assistant Secretaries.

A committee was appointed to ascertain the names and residences of the members present.

It was announced that the New Albany and Salem, and Northern Indiana Railroads had withdrawn the usual courtesy of half fare.

Reporters for the press were invited to take seats at the Secretary's table.

On motion of Mr. Bronson, all clergymen, editors, and friends of education present, were invited to participate in the discussions of the Association.

On motion of Mr. Adams, Mr. Kimball, of Fort Wayne, was introduced to the Association, and with the prefatory remark that "music, formerly an accomplishment, had now become a necessity, and that he rejoiced, though a music teacher, to be recognized as a fellow teacher," he sang the noble old song, "Landing of the Pilgrim Fathers."

At this stage of the proceedings, the Ex. Committee reported the order of business for evening, and gave the reason for not reporting at an earlier hour.

They designed this first session as a time of social converse, thinking it more pleasant and profitable for the members of the Association to become acquainted at the commencement, rather than at the close, of the meeting.

The Association then took a social recess of half an hour.

After re-assembling, the Association transacted some unimportant matters of business, and adjourned to meet at 7 o'clock in the evening, to listen to an address by the Rev. Dr. Daily, who was selected to speak in the place of Zaccheus Test. Esq., detained at home on account of sickness.

FIRST DAY—EVENING SESSION.

Reports were made on the state of education in Indiana. A general progress in school matters was shown to exist, from the various statements made by members of the Association.

Rev. Dr. Daily, by appointment, addressed the Association.

The speaker said that his lecture was not prepared for the present meeting, but his subject was one which he considered eminently fitted to be presented to an association of teachers. Some writer has said that it was impossible for civilized nations to re-

lapse into barbarism ; but the writer seems to have forgotten that we are rearing in our midst the Goths and Vandals of civilization.

An acquaintance of mine by some freak of fortune was raised to wealth. Without cultivation or refinement—gross and sensual in his appetites—he was, nevertheless, the oracle of his community. The poor lisped his name with awe and admiration ; and even the minister bowed to the magic power of his wealth and position. So uneducated was he that once, pointing to some improvements which he was making to his mansion, he remarked, “ here I am going to have some fine *lemonades* for my *ancestors* to walk in.” At a dinner, he absolutely insisted upon his guests taking some of his fine *tapestry*. This man controlled the educational sentiment of his village ; and with this extreme disposition on our part to pay deference to wealth, no matter how ignorant and silly its possessor, there was certainly danger that the youth of the country, brought up under such influences, would become the very Goths and Vandals of our civilization. Still another danger existed in the disposition so common, even in this Republican country, to entertain pride of birth. In many cases it would be well for us to get as far as possible from our ancestors.

Two thousand years ago those from whom we were descended were wandering in the wilds of Germany, more rude and uncultivated than the savages of North America. We have no reason, indeed, to be ashamed of them. They were a hardy and indomitable race—never conquered. Fourteen hundred years ago they took possession of the British Isles. Two hundred years ago they planted colonies in this country. The vast difference in their condition then and our condition now is, under God, to be attributed to education—education in its broadest sense.

No intellect can describe the difference between the people of France and England now and those who inhabited those countries in the time of Cæsar. And yet in our time, in our own country, more time and attention is spent upon the breeding of cattle, than in the training of children. We employ those to teach our youth whom we would not employ as swine-herds. Our agricultural fairs offer liberal premiums for raising stock, but who ever heard of a premium for the best methods of teaching children ? Parental discipline has become lax. We now have no boys. Between the infant and the man there is no intermediate stage. At sixteen, Young America knows more than his ancestors ; thinks Washington an old foggy ; asks his minister if the Bible is not a little too

orthodox. He acknowledges no control and pays no respect to age. If he does not say, as did one precocious youth, "don't call me a boy; I have smoked these two years;" he turns upon you a contemptuous look, as if to say, "if you call me boy, where do you find your men?"

One branch of this subject interests us all. I hold that no man can be called a liberal scholar, who has not a critical knowledge of his mother tongue. A thorough knowledge of the English language is, in one form, the love of our own country. Our language is a composite language. The Hebrew, Latin, Greek, French, German, Italian, and even Indian, contribute their part to it. Many of our sea terms are from the Dutch. From the Saxon we derive most of the strength, the power of our language. Anglo-Saxon, indeed, is not so much an element as it is the basis of our language. In order to see this plainly, let one attempt to compose a sentence in which there is no Saxon element. It will be found almost impossible. All words, therefore, adopted from other languages must submit to some modification and change in accordance with the grammatical construction of the Anglo-Saxon, which is our mother tongue. Johnson, Brown, Cudworth, and others, gave the preference to the foreign element of our language, and if they had succeeded in moulding its character, it would have lost much of its strength. Even in our Bible, the English character of the Protestant version makes it far superior to the Catholic translation. I do not undervalue the classical element of our language. While I would have my son familiar with the orations of Demosthenes and Cicero, the poetry of Homer and Virgil, I would make him equally familiar with the works of Burke, Locke, Bacon, Milton, and Webster. The best writers are those who have drawn most from the Anglo-Saxon fountain—Swift, Addison, and, in our own country, Franklin and Washington.

There is no language in which the sound is so perfectly an echo of the sense, as the Saxon. For instance, take bang, clash, slap, slash, crash, dash, lash, thresh, crush, hurl, roll, scream, roar, groan, moan, tramp, thunder. Our cant phrases, too—hurly-burly, hurry-scurry. Observe how the sound echoes the sense in these lines :

"And when loud surges lash the sounding shore,
The hoarse, rough verse should like the torrent roar."

"Up the high hill he heaves a huge round stone."

"The curfew tolls the knell of parting day;
The lowing herd winds slowly o'er the lea;

The plowman homeward plods his weary way,
And leaves the world to darkness and to me."

We may learn History, Geography, and everything else from the study of words. We infer that the Normans were a conquering race, from the fact that all words signifying power and supremacy came from the Norman; as, for example, sceptre, realm, prince, duke, court; while the words indicating service are from the Saxon. There is a nice bit of history in the word dunce.

John Duns Scotus was one of the most celebrated of the schoolmen. At the revival of learning the subtle reasonings of these schoolmen had gone out of favor, and, as occasionally an adherent of the old learning would quote the great Doctor Duns, as he was called, he was met with the contemptuous phrase, "Oh, you are a Dunsman." The term became more and more a term of scorn, till finally the name of the subtle Doctor became a synonym for stupidity and dullness.

The word candidate comes from the word *candidus*, meaning white, referring to the white toga in which the Roman candidates for office robed themselves. What propriety there is in our application of the term I can not see, unless in the *whitewashing* which their friends usually give the aspirants for office.

The words "husband" and "wife" have also their history of the times in which they were coined. Old Tusser says:

"The name of husband, what is it to say?
Of wife and of household the *band* and the stay."

But with all reverence for old Tusser, I must say that the stay of the house often comes from the other side.

"Wife" comes from the word weave, thus indicating the wifely employment; while "spinster" shows the occupation and place of the unmarried sister, as the spinner of the family.

The word bonnet meant something to cover the face, but our modern belles have exposed the falsity of this meaning in the most barefaced manner.

The greatest danger attends the corruption of our language. Every American scholar should set his face as a flint against all slang phrases—all vulgarisms—whether they be Anglicisms or Americanisms. A corruption of literature begets a corruption of national manners and morals. The history of all nations attests this, and if we would keep our nation virtuous we must keep our language pure.

Mr. Barnabas Hobbs, of Annapolis, concurred in the views of the lecturer. He did not wish to undervalue the study of the classics, but he believed that by far too much attention was given them. We often neglected the very elements of an education in order to pursue the studies of Latin and Greek.

Mr. W. D. Henkle could hardly agree with the lecturer in his denunciation of new phrases. "He's some," and "some pumpkins," expressed more than half a dozen sentences could. He thought it better to get all the new phrases alluded to by the speaker. They were of great value. By means of them the peculiarities of different sections of the country were distinctly marked. He thought it would be a great misfortune if all spoke the same language. The English, with their multitude of provincialisms, were far better off than we who, by means of Webster's Spelling Book, had been reduced to one homogeneous, undistinguished mass. The speaker thought the more dialects, the better. He had learned the Irish; and, on request, gave some examples of his proficiency in that tongue. Most of the remarks of Mr. Henkle were ironical.

SECOND DAY—MORNING SESSION.

The Association met at 9 o'clock.

Prof. Caleb Mills addressed the Throne of Divine Grace, after which the Secretary read the minutes of the previous day's proceedings, and the Association resumed business.

Mr. Wilson, of New Albany, offered the following resolution:

Resolved, That a committee of five be appointed to confer with the two political conventions to hereafter assemble, for the purpose of nominating persons to fill the various offices of the State, and suggest to said conventions the name of some suitable person to fill the office of State Superintendent of Public Instruction, and ask that his name be placed upon the tickets of both of said parties.

Mr. Wilson supported his resolution in a speech of force and urgent reason.

Prof. Mills spoke in favor of the resolution. The office of Superintendent of Public Instruction should be divorced from politics entirely. It was an office which should be filled by the choice of the friends of education, and not by the political wire-workers of the day. A man holding the office as a gift of a party is always looked upon with suspicion—regarded during every political cam-

paigned as an electioneerer by one party or the other. The constitutional term of the office was too short to enable any man to introduce any system into the public schools of the State. A competent person should be selected to fill the office, and he should be kept there as long as he is able and willing to discharge its duties.

Prof. Henkle, of Richmond, was in favor of referring the subject of the resolution to the whole Association. He had but little hope in the success of the movement. The spoils of office governed the parties of the present day, and while there were such gifts to be made they would be bestowed, even at the cost of the best interest of education.

Mr. Cole, of Bloomington, strongly advocated the resolution. He felt convinced that the last four years had shown the great infelicity of having the Superintendent of Public Instruction selected by party influence merely. He cared not which party was the dominant one and secured their man, the other invariably felt themselves called upon to throw obstructions in the way of the legitimate discharge of his duties. He felt that the only way to obviate all these difficulties was for this Association to induce, *if possible*, the political parties to suffer them to select the man, and, as the Association is composed of men of various political sentiments, there was sufficient guarantee that the Superintendent, if thus chosen, would not owe his election to any thing else than his supposed educational qualifications.

He would even go further, and nominate the Superintendent, and respectfully ask the people of the State, in their political conventions, to sanction the choice. He did not think that this Association would render itself obnoxious to the charge of political intermeddling, by thus expressing its preferences. For us to pretend to the world that we had no political feelings, or having them, we were too humble to avow them on proper occasions, was supreme folly; and so far from acquiring for us the respect of all sensible men, would infallibly secure their pity and contempt. But if we were willing to merge all our mere party feelings—as he was sure was the case—for the purpose of accomplishing a higher end, we should be appreciated and respected by men of all parties.

He wished that the resolutions had been larger in their scope, contemplating the actual nomination of the office. As it was, he feared that we should receive all the apprehended odium without an equivalent; that we should be esteemed as having merely

raised our courage sufficiently high to march up to the brink, without daring to leap the chasm—temerity sufficient to bring us to the Rubicon, but not self-confidence enough to prompt the passage of the stream.

Mr. Hobbs, of Richmond, Mr. Lindsay, and Mr. Adams, of Dearborn county, spoke to the resolution.

The latter remarked that the day had gone by when a man could be politically neutral. Every one must be a member of one party or the other by virtue of his American citizenship. If the Association should suggest the name of an individual to the conventions, the Republicans would object to the person if it should be discovered that he was a Democrat, and the Democratic convention would object to him if they should ascertain that he was a Republican.

Prof. Hurty, of Richmond, had no objection to seeing the proposed enterprise tried, but he was very certain that it would not succeed. The office was not divorced from politics in Ohio or Massachusetts—States where the cause of education stood highest.

The resolution was further discussed by Messrs. Todd, of Indianapolis, Wilson, of New Albany, and Prof. Hoss, of Indianapolis.

The latter said: With due deference to the mover and advocates of this resolution, I consider it, under the present political strife, a most impracticable and chimerical effort. The reason is, that each party has always more office seekers than offices, consequently a bitter reluctance to giving up an office, or even making it common. But granting that this effort could be carried into practice, the end could be reached quite as well, by our adopting measures to secure the nomination of men of undoubted qualifications in each party. Hence to reach this end, I offer the following amendment, viz.: "That this Association appoint five of its members, as a Committee of Conference, which committee shall meet with the two political parties in their State Conventions, and urge upon them the names of the ablest men of the respective parties for the office of Superintendent of Public Instruction."

This being done, all I have to add is, that whichever party succeeds, we have an able Superintendent, or at least one of this committee's selection.

Mr. Vater, of Indianapolis, and several others continued the discussion.

On motion of Prof. Hoyt, of Indianapolis, the resolution and amendment were laid on the table.

On motion of Mr. Bowen, of Indianapolis, the regular order of business was suspended, in order to have read the report of the Committee on Normal Schools.

Mr. Vawter, of Lafayette, from said committee, proceeded to read the report.

The report stated that nine-tenths of the teachers in the common schools in the State were those who had never intended to make the profession of teaching a business. The committee had found no man, combining the proper mental qualifications of a teacher, and agreeable, affable manners, who was not able, always, to command a good salary. There was need of one thousand well trained professional teachers. The low wages paid to teachers was generally the fault of the teachers themselves. The compensation given was equal to the service rendered. The people of Indiana would pay as good a price as those of any other State for any commodity which they wished to consume. Where, it might be asked, were we to procure teachers of the proper character? The older States had furnished us with many excellent teachers, for which we were very thankful, but we could not hope to get a constant supply from that source. Could we look to our own Colleges for teachers? The experience of the past told us that the professions, and the different pursuits of life, other than that of teaching, received the large majority of graduates of our institutions of learning. We could only get a constant supply of teachers from a Normal School, and it was an object of the first importance with this Association to labor for the establishment of such an institution. The report concluded with the following resolutions:

1. *Resolved*, That schools for the training of teachers are absolutely necessary to the success of any system of popular education.

2. *Resolved*, That it is the duty of the State to make suitable provisions for the training of teachers for her schools.

3. *Resolved*, That in case of the refusal or neglect of the State to make such provision, it is the duty of the teachers and friends of education to supply the deficiency.

4. *Resolved*, That this Association appoint a committee of seven of the most experienced and judicious of its members, to whom shall be committed this subject, with instructions to vigorously prosecute it in such a way as their judgments may dictate,

till we have at least one Normal School in successful operation in the State.

5. *Resolved*, That this Association pledge to said committee their most hearty co-operation in the work committed to them.

On motion of Mr. Henkle, the resolutions were separated, and acted upon singly by the Association.

Mr. Cole remarked, that he was surprised to find teachers so persistent in their efforts to convince the Association of the *immediate* necessity of Normal Schools. For his own part, from present appearances, he felt convinced that the day was still far distant when the educational condition of Indiana would be such as to make the establishment of these institutions a prime necessity. He was well assured that Normal Schools pertained to an educational development which we had not reached. He felt extremely sorry to proclaim these, his sentiments, and sincerely wished they were otherwise; but these views were predicated upon stubborn facts which had fallen under his own observation, and had compelled him, reluctantly, to assume his present position. To a few of these facts he earnestly invited the attention of teachers.

During the last year, the public schools in this State remained open less than an average of *three months*, and the average wages of teachers were not more than *twenty dollars per month*. He knew of many teachers—*good ones, too*—who, after their three months had expired, had gone to vending patent rights and peddling books, for the want of employment in their proper vocation. And as long as this state of things lasted—as long as teachers had held out before them the precarious employment of a three months' term—he felt that it was in vain to expect others to enter the profession. He was well convinced that until there was money enough to keep all of our schools open from eight to ten months in each year, men and women would not, in any considerable numbers, be willing to make teaching a permanent profession; and until they were thus willing, Normal Schools would have no material to operate upon, and would not be needed.

President Anderson, of Rochester, N. Y., had no doubt that \$20,000, or even \$40,000, appropriated to holding Teachers' Institutes, and providing agents for lecturing and awakening the people to educational interests, would be an economical expenditure. Out of the public sentiment thus created, Normal Schools would grow as a necessity. We must always look for a large portion of our teachers from those who temporarily engage in the business. Let

these be required to attend a Teachers' Institute, at least once in the year. A fortnight's instruction in one of these, under able teachers, would materially assist the inexperienced. Teaching was a profession—a trade; and the drill given in these Institutes was just what was needed. This plan, pursued for three years, would make our teachers all that was needed.

Mr. Bowen was surprised that any gentleman should argue against the utility of Normal Schools. He supposed that the question for this Association to determine was not whether we needed schools for the education of teachers, but how an object so essential to the efficiency of our Common School system could be best secured. We need at least one Normal School; not so much to supply the schools of the State with teachers, as to furnish competent instructors at Teachers' Institutes. At these temporary schools, continuing two or three weeks, the great mass of teachers could be instructed in the art of teaching and the best methods of organizing and governing schools. Their establishment in the various counties would serve not only to excite the teachers to greater zeal and more determined efforts, but to awaken a deeper interest in the community where they are held. The advantages of such institutions would be publicly discussed—public attention would be directed to the subject, and a healthy public opinion thus formed. The necessity for competent teachers at these Institutes, would lead to the establishment of a Normal School. Its graduates would supply the Institutes with teachers, and these, in turn, would furnish the school with students. The modes of teaching adopted at the Normal School would be exemplified at the Institutes, and thence carried into the schools, thus securing a general uniformity, an object made doubly desirable by the semi-annual change of teachers throughout the country schools.

He alluded to his experience in the New York State Normal School. There, the graduates were employed in the Institutes, in Normal departments of the Academies, and in the most important schools. The greater the number sent out, the greater the demand for more. Not unfrequently, when a class graduated, nearly all had secured desirable situations, with liberal salaries. He knew of no more efficient means of securing the object aimed at, than the organization of Teachers' Institutes in the various counties of the State.

The report of the committee was adopted without further discussion.

The first three resolutions submitted by the committee were adopted without any discussion.

The fourth called forth remarks from Messrs. Irvin, of Fort Wayne, Lindsay, and Prof. Benton, of the N. W. Christian University.

Mr. Irvin said that, supposing there was but one feeling among the teachers as to the need of Normal Schools, and but one feeling as to the propriety of preparing the way for their establishment, the question is as to how this can best be done. The resolutions did not contain enough, although good enough so far as they went.

Seventy-five men, closely employed in duties of the school-room, could accomplish little towards awakening an interest on this subject throughout the entire State. The Association passed resolutions upon this subject last Fall, appointed a committee, but nothing has been done. The time for action has arrived. If an interest upon this subject is ever awakened throughout the State, it must be through the instrumentality of teachers, and hence the active co-operation of all of them should, in some way, be secured. Little excellence can be found or looked for in our schools, until our teachers are all trained specially for their work. They need it as much as Lawyers, Doctors, or Preachers.

Prof. Benton remarked that it was the duty of the State to establish Normal Schools, and he would suggest that the committee named in the resolution confer with the proper authorities for assistance in establishing one or more schools. A portion of the Common School Fund might be set apart for the support of such an institution.

Dr. Daily remarked that there was a provision in the statute establishing the State University, for the formation of a Normal School, and that school would be established as soon as the University lands could be sold, and the wealth of the Institution made available. It was useless to ask for an appropriation from the Legislature. That body was opposed, at all times, to increasing the taxes of the people. It would not do to take anything from the school fund, as that was not sufficient now to keep the schools open more than three months in the year.

Mr. Bronson could not see that the appointment contemplated by the resolution would, in any way, interfere with the statute referred to by the last speaker. Indeed, it looked to the direct carrying out of the provisions of that statute. We might resolve ourselves into a committee of the whole on the state of education,

and talk both long and loud about going home and rousing up the people to the importance of Normal Schools, but all such talk would have little practical result. What was everybody's business, was nobody's, and he saw the importance and propriety of a committee who should feel that it was *their* business to see that, as soon as public opinion and money would possibly allow it, a Normal School or Schools be established, either in fulfillment of the above named law, or by a voluntary movement of the people.

As to the general question of Normal Schools, while agreeing with all that had been said concerning their value and necessity, he would still remind his fellow teachers that they were, after all, but instrumentalities. If a man has not in him the stuff to make a teacher out of, you may run him through as many polishing machines as you please, and he will yet come out unfitted for his work. The best proof that a man would teach excellently with good advantages is, that he teaches well under adverse circumstances. We hear much of "self-made men," but the fact is, that every man who *is* made, is self-made. True, some have better advantages than others, and we should give young teachers all care; yet, has it been truly said, that "the moral and intellectual education of every individual must be chiefly his own work." In no profession is theory without practice of so little value as in that of the teacher. The earnest, practical, self-disciplining teachers of the State are, then, the *institutions* from which our present supply must come.

The fourth resolution was lost, and the fifth was laid on the table.

On motion, it was resolved that committees be appointed in the afternoon to nominate officers for the coming year, and name editors for the *School Journal*.

On motion, the Association adjourned until 2 o'clock, P. M.

SECOND DAY—AFTERNOON SESSION.

The Association met at 2 o'clock.

The chair announced the following gentlemen as a committee for the nomination of editors of the *School Journal* for the coming year: Messrs. Mills, Cole, Hobbs, Bowen, and Todd.

The chair also appointed the following committee for the nomination of officers of the Association: Messrs. Abbott, Hoyt, Vawter, Wilson, and Adams.

Mr. Vawter offered a preamble and resolutions in relation to the establishment of Normal Schools.

Mr. Vawter said, I am astonished at the indifference manifested by this body towards Normal Schools. I had expected that this subject would have met with a more hearty reception from my fellow laborers. The subject is of vital importance to the interests of the State. There is an increasing demand in every part of the State for better teachers. We can not look to the East for them. She has her own wants to supply. Her Normal Schools are doing a noble work, but are not equal to the task before them. We can not look to our colleges and seminaries. Their mission is not to train teachers, but to fit their pupils alike for any of the callings of life. We need the Normal School to take the young men and young ladies where they are left by the colleges and seminaries, and fit them for *thorough, practical* teachers.

We need, at once, *thoroughly organized, well-manned Normal Schools*; not merely an appendage to a University or College, but one that shall stand *independent* and *above* them, in its own appropriate work; one which we *can all rally around as ours*.

Such a school would be of untold benefit to us. It would give character to the profession. It would furnish teachers who would honor their calling. Such teachers, sent out through all the State, would kindle a fire that would ultimately consume the rubbish of ignorance. Such teachers would be lights in their particular localities, and would shed a halo of glory all around. Thus the people would be enlisted in favor of a liberal system of education. There must be missionary work done; and only the best of teachers are efficient in such work.

We need Teachers' Institutes, but we need the men and women to conduct them. For the want of efficient men to conduct them, they will be failures. Where are they to come from, if not from the Normal School? We need, then, the Institutes to aid the teachers everywhere, and let us have them; but we also need the Normal School to give efficiency to the Institutes, by furnishing efficient teachers for them.

All admit the necessity for training-schools. Then why throw cold water on all efforts made to secure them? Why the cry "*not ready yet*," when every report of the State Superintendent, or minor school officer, deploras the lack of competent teachers? If not ready now, when shall we be ready? Can we hope for a better state of things while we are inactive? Never.

Let us lay our own shoulders to the wheel. Under God, we are fully able for the work. When we work in earnest, help will come. We may—we can—have such a school as we desire, if we will only concentrate our efforts to secure it.

Three years ago, it was said that “we are not ready for a *Journal of Education* ;” but what are the facts? We not only have a *Journal*, but a self-sustaining *Journal* ; one of which we are all proud. Had we continued to listen to those fearful souls, where would our *Journal* be, to-day? Why, then, parley longer? Let us get to work. I am ready to work with you in your own way. Let us go at it, heart and soul ; my word for it, we will have accomplished much before the close of the year.

Mr. Phelps, of Indianapolis, said he believed the opposition to Normal Schools came from an interested quarter. The proposition submitted this morning was not voted down by the common school teachers. Men who were interested in having a Normal School attached to a State Institution, and made auxiliary to it, were the ones who made the opposition to the report of the committee.

Mr. Adams, of Dearborn county, supported Mr. Vawter's proposition, and said the opposition to Normal Schools was surprising to him.

Mr. Wilson, of New Albany, followed Mr. Adams, on the same ground.

Dr. Daily made an explanation of his position in reference to common schools, normal schools, and colleges. He was not opposed to any of the educational systems of the age. They all should be made to harmonize and mutually assist in building up the educational interests of the State.

Mr. Irvin said he did not wish to be considered an enemy to colleges ; was educated at a college ; desired them to prosper, and was ready to assist and plead for them in any way possible. He did not think it any slander upon colleges to say they did little towards making good spellers. They have their own work to do, and some of them are doing it well ; but it is neither their province nor in their power to do the work of Normal Schools or common schools. To make a Normal School a mere attachment to a college, is equivalent to making a farce of the whole thing. The agitation of the subject of Normal Schools throughout the country, not only would not injure schools of this kind now established, but would tend greatly to increase their patronage. Colleges can not do their own work and that of other schools, too.

College Professors, as a general thing, know but little about the practical operation of common schools, and are not, generally, the men best qualified to give instruction to teachers. He hoped the Normal School movement would go forward.

On motion of Prof. Hoyt, the subject-matter was laid on the table.

* The resident editor of the *School Journal* made his annual report. The circulation of the *Journal* was shown to be rapidly increasing in nearly all the counties of the State. Hendricks county showed the largest increase in circulation. Wayne county stands highest in the number of subscribers, and Marion is next in number—the difference between them being two.

The report of Mr. S. T. Bowen, Treasurer, was received, by which a balance was shown of about \$300 in cash and bills receivable, in favor of the *Journal*.

An address by Hon. Geo. W. Julian having been announced as a special order of the afternoon, he was introduced to the Association at 3½ o'clock, and read an able discourse on the "Peculiar Features of American Politics and Government in their relation to Schools, and the necessity of a Political Education;" which was listened to with marked attention by all present.

Mr. Julian said :

The fundamental truths of American democracy and the elementary and practical parts of American jurisprudence ought to be taught in our schools. Education, in its true sense, comprehends that which will fit the scholar for the duties and trials of life.

In an absolute despotism, all the powers of the government are united in one person. The people are nothing; the sovereign is unduly exalted. The intellect of the people must be crushed, otherwise the government could not exist. But in the United States, the people are their own masters. Every man should regard his ballot as invested with peculiar solemnity. To trifle with it, is to trifle with a great moral duty. The knowledge and virtue of the people make up the life blood of our freedom. A single ignorant citizen is a blotch upon our country. To neglect the political education of our youth is suicidal. In the language of Jefferson, we must "educate and inform the whole mass of the people." It is not enough, in the training of our future citizens, to teach them Orthography, Penmanship, Arithmetic, and Book-keeping; for these branches do not prepare the scholar for the

*This report will be found in the "Editorial Miscellany."

higher duties and more momentous concerns of patriotism. The existing methods of political enlightenment are insufficient. To prove this, I might refer to the growing prevalence of mobs, especially in our large cities. Who can call to mind the horrid scenes enacted within a few years in Louisville and Baltimore by lawless hordes, without reflecting that political power has been placed in the hands of multitudes who are unfit to use it? Dr. Channing was right in saying that a system of education should be established in a republic for the purpose of qualifying every man to be a voter.

One of the principal objects of our public schools should be to train the young of all conditions for the duties of good citizens; to furnish them with the necessary knowledge of principles for the judicious use of political power. Go to our census returns and you will find that we have, in Indiana, more than 70,000 white persons over 21 that can neither read the Constitution nor write their names. New York has over 90,000; North Carolina, 74,000; Ohio, 61,000; all the States together, nearly 1,000,000; and can we regard our country as safe, whilst such an army of ignorant men is actually marched to the ballot-box, freely participating in the great act of sovereignty? But education, as popularly understood, is no security for free institutions. Russia is one of the best educated countries in the world, and yet liberty there is an outlaw.

The necessity of political education is the point I am arguing, and I only refer to our census tables to prove that we have half a million of voters, who are ignorant of the very rudiments of knowledge. They must, of course, be untaught in their civil duties. I do not say I would withhold the ballot-box from them, because possession will help them to be worthy of it. No; give them the ballot-box, and give the knowledge how to use it.

Let our young men be thoroughly schooled in the knowledge of their political rights, and office-hunters and politicians by trade will be driven from the places they have so long usurped. The doctrine that the end justifies the means, must be exorcised from our politics before we can stand as a nation. The idea that political honesty is not the best policy, must be pilloried. Moral and political action must be re-united, and as the parent of this needed reform, the *ethics* of politics must be taught in our schools. Here lies the real peril of our Republic. We are forgetting the value of our institutions, and the true mode of preserving them. How

shall this needed political training be given to our children ! In the first place the political history of the United States should be made a regular branch of juvenile study. Nothing is so void of lasting good, as that history which consists of a succession of facts, through which there runs no connecting idea. The grand idea of American history and the animating principle of the colonies from the beginning, was the sacredness of human rights. Taking the name of congregationalism, in ecclesiastical matters, and of democracy, when applied to politics, it was the germ of the great republican tree under whose branches we to-day take shelter. It strengthened with our strength, till it ripened into its most complete and glorious enunciation, through the pen of Thomas Jefferson, in 1776. In the light of these facts, I would have the history of the United States studied by young men. The Constitution of the United States should also be carefully studied. "Constitutions," says Judge Story, "are instruments of a practical nature, founded on the common business of life, designed for common use, and fitted for common understandings. The people make them, the people must be supposed to read them by the help of common sense, and can not be presumed to admit in them any recondite meaning."

How many, among the mass of our citizens, can say they understand it ? How many could pass a tolerable examination, if questioned as to the grants of power contained in it, the distribution of this power, the various offices under it—how created, their tenure and duties. Can we, as a republican nation, hold up our heads, and justify such ignorance ? In Massachusetts, the laws require the Federal Constitution to be taught in the *high* schools, but, in my opinion, it should be taught in the *common* schools, both of Massachusetts and Indiana.

In conclusion, let me suggest that some knowledge of Parliamentary Law, of the law governing public assemblies in the transaction of business, should also be taught. This knowledge should not be the monopoly of a few men ; it should belong to the whole people. Very often I have seen a few men, by a dexterous use of parliamentary rules, carry a measure against the wishes of a large majority, timidly looking on, aching to avert the result, but powerless to help themselves. It is said that a boy, at the South, will appear in a public body with more self-possession than a young man at the North at the age of twenty-five. Their peculiar training gives them the superiority, and we may well learn a lesson in this respect from our Southern brethren.

Finally, the elementary and more practical parts of American jurisprudence are a necessary branch of study in our schools. Among the more important heads of law which should be studied, I may mention that concerning marriages, the nature of the contract, the right which the husband acquires in the lands and personal estate of the wife, the power of the wife to make valid contracts, and the interest given her in her husband's property. These are matters important, not to lawyers, only, but to the generality of people. The same may be said of the law defining the rights and duties of parents and children; of guardians and minors; the law regulating corporations, and that for the settlement of estates of deceased persons.

The knowledge to which I refer might as readily be taught in our schools as Arithmetic and Book-keeping. These are practical parts of our jurisprudence, and affect the welfare of the whole people, and this knowledge should be the peculiar possession of the whole people. Let us prize it, then, as the vital breath of our institutions. Impart it, by all means, to the people. Begin this reform in the common and higher schools of the State, and let it go hand-in-hand with the political education for which I have contended, and a great work will thus be done in earning the title we boast for our Government, of the Model Republic of the world.

A vote of thanks was returned by the Association to Mr. Julian.

It was announced that Hon. Samuel Galloway, of Ohio, was in the Hall, and, on motion, he was invited to address the Association.

On motion, adjourned until 7 o'clock in the evening.

SECOND DAY—EVENING SESSION.

The Association re-assembled at 7 o'clock.

Mr. Hobbs offered a resolution, that when the Association adjourns it adjourn to meet at Terre Haute some time during the coming summer.

This resolution was discussed for some time, and the claims of New Albany, Fort Wayne, and other places presented.

The resolution was finally adopted.

The subject of Mr. Julian's address in the afternoon was taken up for discussion.

Prof. Hurty said he approved of the address heartily, and regarded the subject of vast importance. The matter of political

education was one of deep interest, and should receive the earnest attention of educators.

Dr. Daily said the same subject had been brought before the Association at its organization, by Prof. Reed of the State University.

Mr. Hobbs was glad to observe that the subjects presented to the Association were of such a practical character as those which had been discussed at the present meeting. The subject of Mr. Julian's address was one of vast importance to the youth of the country.

Mr. Fellows made a few remarks on the address, and was followed by Th. Heilscher, of the *Indiana Free Press*, who took a very sensible view of the position of the teacher, and the necessity for reclaiming from ignorance the 37,000 voters in Indiana who can not read or write.

Prof. Henkle, and others, followed in the discussion, when the subject was laid on the table.

The preamble and resolutions in reference to the establishment of Normal Schools, which were laid on the table in the afternoon, were, on motion, taken up for discussion.

Prof. Mills said: I sympathize most cordially with the spirit that underlies the resolution, urging the early establishment of Normal institutions. The principle at the bottom of the movement is a sound one, and the enterprise sought to be inaugurated by it, is indispensable to the ultimate success of any educational policy worthy of the commonwealth, or adequate to the necessities of our youth. As surely as the teacher's mission involves all the essential elements and peculiar functions of a liberal profession, and is eminently worthy to assume the rank and obtain the remuneration of such a position, so surely there must be institutions in which such professional training can be obtained. But it must not be forgotten, that such enterprises can not be wisely undertaken, far in advance of the public conviction of their worth and necessity, nor prudently attempted without ample means for their endowment. Premature action in the premises would only precipitate disappointment, embarrass future effort, and postpone the day of ultimate success.

The question at issue in this matter, however, is merely one of time, for there is but one opinion among the advocates of progress, in respect to Normal institutions. Even with all the collateral aid that may be derived from High Schools and Colleges, in the

work of professional training, this necessity must still be regarded as an admitted and established fact. It is also equally obvious that they must rest on a broad and reliable pecuniary basis, and must be reared in the bosom of an appreciating community. Without such support and sympathy, they would become little else than monuments of the indiscreet zeal of their founders and advocates.

What evidence do the signs of the times afford, that an effort of this character would be appreciated, either by educational employers or employees? Can it be reasonably expected that the demand for superior teachers will be such as to induce individuals, in any considerable numbers, to make the necessary investment, as long as the commonwealth's provision for free schools is barely sufficient for a three months' term during the year, at a less monthly stipend than a day laborer receives? Is it probable that employers, who are satisfied with such a brief annual tuition, would offer a compensation for such services, sufficiently liberal to justify any considerable expenditure of either time or money, on the part of pedagogical aspirants? The expectation is both visionary and absurd. The supply will not exceed the demand either in numbers or qualifications.

Present indications would seem to suggest, that preliminary to efforts in the Normal School direction, should be the endeavor to awaken the public mind to the palpable inadequacy of the present means for tuition purposes. Satisfy the masses that nothing less than a six months' school will meet our children's educational necessities, and demonstrate to them the folly and extravagance of the present statutory assessment for popular education, too meagre to accomplish the purpose, and too large an amount to be wasted in homeopathic experiment. Funds sufficient to sustain a six months' school in the rural portions of the State, every year, would soon give universality to the conviction, that superior qualification and corresponding compensation are even cheaper than their opposites; and there is also more money, as well as knowledge, in superior mental culture. While the Normal enterprise should not receive less consideration and attention, the fiscal feature of our educational system demands a more prominent position before the public mind. Let the funds be sufficiently ample to stimulate effort and command talent and attainment, and we are confident that Teachers' Institutes will soon be appreciated, and form the precursor of all that would be desired in the Normal department.

Prof. Hoss offered a substitute for the third resolution, which was discussed by Messrs. Dean, Powner, Vawter, and Henkle.

On motion, the whole subject was again laid on the table.

THIRD DAY—MORNING SESSION.

The Association met at 9 o'clock.

The exercises were opened with prayer by Prof. Hoss, of the North Western Christian University.

The committee on the nomination of editors of the *School Journal* reported as follows :

Resident Editor—Geo. B. Stone, of Indianapolis.

Mathematical Editor—W. D. Henkle, Richmond.

Associate Editors—Caleb Mills, Crawfordsville ; E. P. Cole, Bloomington ; G. A. Irvin, Fort Wayne ; M. J. Fletcher, Greencastle ; G. W. Hoss, Indianapolis ; Miss M. A. Wells, Madison ; Miss C. R. Chandler, New Albany.

The committee on the nomination of officers for the ensuing year reported as follows :

President—Barnabas C. Hobbs, Annapolis.

Vice Presidents—E. P. Cole, Bloomington ; J. A. Dean, Greencastle ; H. D. Roberts, Pendleton ; J. L. Campbell, Crawfordsville ; L. A. Estes, Richmond ; Thomas Oleott, Moore's Hill ; H. C. Moore, Shelbyville.

Recording Secretary—B. T. Hoyt, Indianapolis.

Corresponding Secretary—H. B. Wilson, New Albany.

Treasurer—S. T. Bowen, Indianapolis.

Executive Committee—C. N. Todd, Geo. B. Stone, Indianapolis ; M. A. Wilson, Richmond ; A. J. Vawter, Lafayette ; Geo. A. Chase, Brookville ; S. R. Adams, Moore's Hill ; W. D. Henkle, Richmond.

The action of the Association confirmed the nominations of the committees, and the editors and officers for the ensuing year are as reported above.

Mr. Hobbs, of Annapolis, Parke county, President elect, made a few remarks, thanking the Association for the honor conferred upon him, in electing him to so high and responsible a position. He should endeavor to discharge the duties pertaining to the office to the best of his ability.

President May, the retiring President, asked leave of absence for the afternoon and evening, as he had promised to attend a

Teachers' Association this evening in the southern part of the State.

President May was tendered a vote of thanks by the Association for the able manner in which he had presided over the Association during the past year.

A motion being made to suspend the order of the day, Prof. Campbell introduced and advocated the following preamble and resolutions :

WHEREAS, The interests of education in Indiana require that the *School Journal* be made to exert the most influence possible; therefore,

Resolved, That the Executive Committee, or the Editorial Corps, be instructed to consider the expediency of employing a suitable person to devote his time exclusively to the interests of this Association, by editing the *School Journal*, and presiding over Institutes and Associations in different parts of the State.

Resolved, That said committee be empowered to make such changes, at any time during the year, as they may deem desirable and practicable.

These resolutions were laid upon the table.

The discussion on the subject of Normal Schools was resumed.

Mr. Hurty said, that Normal Schools must follow a good school system, and not precede. Teachers would not devote time for preparation for a work which did not pay, while we had but three months' free schools. When public sentiment establishes a good system, and requires schools to be kept eight or ten months each year, and demands *good teachers*, then Normal Schools will be demanded, not before. Should one or more such schools be opened now, the Faculty would have empty walls, or a feeble patronage, as our colleges now have. The growth must be from the bottom upwards; you can not make a tree grow by pulling at its top.

A public interest must be created by lectures, Teachers' Institutes, *School Journal*, &c., until people demand better laws and better schools, and then will follow *better teachers*.

Mr. W. H. Powner made the following remarks :

It has been said there is but little inducement for persons to qualify themselves for the profession of teaching. This, I think, is an error. We are apt to over estimate the number of well qualified teachers amongst us. I speak not of literary qualifications merely, but of that qualification which enables them to teach well. It is a remarkable fact that persons of a thorough collegi-

ate education often fail as teachers of common schools. They have acquired literary attainments, but have never received a particle of instruction on the subject of teaching. This they have to learn afterwards, and but few succeed well enough to cause them to love their calling. They do the best they can, but they have not that peculiar tact which is requisite to insure success. They have entered upon the business without considering any preparation necessary but literary qualifications. Hence, they fail to create any interest in the school or neighborhood, and very soon they become tired of the business. But the skillful teacher knows how to interest his school. He has studied the peculiarities of the business. He has learned how to "wake up mind" and arouse the slumbering energies of a district. Teaching is his delight, and a lively interest is seen in the countenance of every scholar. Such a teacher can find profitable employment at any time. I would not, therefore, discourage those who are disposed to qualify themselves for teaching. I know whereof I affirm, when I say, that the number of the really successful teachers is comparatively few. There are hundreds of districts in the State that would continue their school much longer than they do if they were properly interested in the matter. And who can create this interest but the skillful teacher. I have seen a spiritless district aroused to animation by the efforts of a single teacher, and I never knew of much improvement being produced in any other way. We should, therefore, use every effort to obtain such teachers, for upon them depends the educational spirit of the people, and the destiny of the rising generation.

B. C. Hobbs said, that he considered that what we most needed in a Normal School, was not so much a place to acquire a knowledge of the sciences as to perfect what teachers have already learned, and to impart the art of communicating it to others. Our colleges and other schools afford abundant facilities for the acquisition of general knowledge. Teaching is a profession, and requires a special training to insure success. He conceived it a very important part of the business of a Normal School to acquaint teachers with the most effectual means of improving each other in the management of County Associations and Teachers' Institutes. Such a school would secure uniformity of instruction and school management, over the State—would give teachers a comprehensive view of the whole field of education; teaching would be understood not only as a business, but as a science; and the

educator would be more competent to reach the public mind, in the important work of diffusing that knowledge and interest which would lead to suitable amendments to our School Law and to its successful operation.

The discussion took a wide range, during which a number of amendments, additions, and substitutes, were offered.

The resolutions, as finally adopted, are as follows:

WHEREAS, The opinion has been expressed, and very generally entertained by this Association, that the time has not yet arrived for establishing a Normal School or Schools in the State; And Whereas, it is deemed necessary that the public mind be enlightened with regard to the necessity for schools for the training of teachers before such schools can be successfully established; therefore,

Resolved, That the members of this Association be and are hereby instructed to use their influence in manufacturing public sentiment in their several localities in favor of such schools, by conversations, publications in the local papers, and lectures on the subject.

Resolved, That this Association appoint four teachers in each Congressional District, who shall hold Teachers' Institutes, separately or conjointly at their discretion, in their respective districts, at such times and places as they shall deem most fitting.

Resolved, That they serve in their departments until the next annual meeting, and that it be made the duty of each district to furnish the Association with a report, setting forth the wants of said district; also, the readiness of the people to sympathize with and support Institutes and a Normal School.

Resolved, That a committee of five be appointed, whose duty it shall be to receive proposals of towns in this State for the establishment of a State Normal School, and report such proposals to the next meeting of this convention.

The committee appointed in pursuance of the fifth resolution consists of Heilscher and Bowen, of Indianapolis; Vawter, of Lafayette; Irvin, of Fort Wayne; and Hurty, of Liberty.

Pledges of subscribers for the *School Journal* were then made by the representatives of the different counties. Those of Marion and Wayne are the highest, and very nearly equal—a glorious emulation, worthy to be followed by all other counties existing between them. The pledges amounted to \$81, about a hundred more than were given at the last annual meeting.

On motion, adjourned until 2 o'clock.

THIRD DAY—AFTERNOON SESSION.

The Association re-assembled at 2 o'clock.

The committees appointed for the several congressional districts in connection with the Teachers' Institutes, as named in a former resolution, reported the following gentlemen, as conductors of Institutes:

Second District.

Wm. M. May, New Albany, Floyd County.
 John I. Morrison, Salem, Washington County.
 G. W. Cone, Corydon, Harrison County.
 Z. B. Sturgus, Charlestown, Clarke County.

Third District.

James Woodburn, Bloomington, Monroe County.
 D. C. Hunter, " " "
 E. P. Cole, " " "
 J. M. Stalker, Bedford, Lawrence County.

Fourth District.

S. R. Adams, Moore's Hill, Dearborn County.
 J. M. Olcott, Lawrenceburg, " "
 George A. Chase, Brookville, Franklin County.
 John Q. Adams, Greensburg, Decatur County.

Fifth District.

W. D. Henkle, Richmond, Wayne County.
 J. Hurty, Liberty, Union County.
 Isaac Kinley, Knightstown, Henry County.
 H. Clarkson, Muncie, Delaware County.

Sixth District.

James H. Moore, Shelbyville, Shelby County.
 G. B. Stone, Indianapolis, Marion County.
 J. A. Perkins, Hendricks County.
 Joseph Pool, Mooresville, Morgan County.

Seventh District.

B. C. Hobbs, Annapolis, Parke County.
 J. B. L. Soule, Terre Haute, Vigo County.
 J. A. Dean, Greencastle, Putnam County.
 A. P. Allen, New Lebanon, Sullivan County.

Ninth District.

G. D. Kent, Brook P. O., Jasper County.
 R. F. Patrick, Lake County.
 Jasper Packard, Laporte, Laporte County.
 C. Fitz Roy Bellows, Mishawaka, St. Joseph County.

Eleventh District.

D. H. Roberts, Pendleton, Madison County.

J. B. Sperbeck, Grant County.

J. R. Reasoner, Anderson, Madison County.

D. O. Daily, Huntington County.

Mr. Todd, from the Executive Committee, reported the action of the committee since the semi-annual meeting in August last. The State Agency had been discontinued for want of funds.

On motion of Mr. Wilson, his resolution in reference to the appointment of a committee, to confer with the two political parties on the subject of a joint nomination of a candidate for the office of Superintendent of Public Instruction, was taken from the table and passed.

The committee appointed in pursuance of the resolution is as follows :

Dr. Daily, of Bloomington ; S. T. Bowen and B. T. Hoyt, of Indianapolis ; H. B. Wilson, of New Albany; and Caleb Mills, of Crawfordsville.

On motion of Mr. Johnson, of Laporte County, it was

Resolved, That the members of this Association be requested to collect educational intelligence in their respective counties, and send to the Resident Editor for publication in the *School Journal*.

The time fixed for the next meeting of the Association, after a lengthy discussion, was the 20th of July, 1858, and Terre Haute the place.

Messrs. H. B. Wilson, Stone, and Todd, were appointed a committee to confer with the Terre Haute Railroad Company, and make arrangements with that corporation to convey delegates to the Association to and from Terre Haute at cheap rates.

Three o'clock having been named as the hour for Prof. Butler, of Wabash College, to address the Association, he was introduced, and proceeded to read an able and appropriate lecture on the "Mission of Colleges"—a composition that was listened to with attention, calling forth the fervent applause of the audience in hearty laughs at its happy hits.

A report of this lecture will be given in the next number.

After the conclusion of the discourse, on motion of Prof. Hoss, the thanks of the Association were tendered to Prof. Butler, for his able, pointed, and witty address.

A recess of ten minutes was voted, after which some small matters of business were transacted, and the Association adjourned until 7 o'clock.

THIRD DAY—EVENING SESSION.

The Association assembled at 7 o'clock.

The attendance during the day and evening at the Association was large. During the afternoon, while Professor Butler's address was being read, the main part of the chamber was filled to its utmost capacity—about three-fourths of those present being ladies. The lobbies were well filled with gentlemen during the greater part of the day. At no former meeting of the Association had the attendance been so large—especially of ladies.

On motion of Mr. Vawter, of Lafayette, the following resolutions were adopted :

Resolved, That a vote of thanks be and are hereby tendered to the citizens of Indianapolis for the liberal and generous hospitality with which they have received and entertained the members of this Association.

Resolved, That the thanks of this Association are due and are hereby tendered to the State Officers, who have so kindly tendered the use of this hall for the meetings of this body.

Resolved, That we, as an Association, hereby express our obligations to such Railroad Companies as have so generously furthered the objects of this Convention by returning its members over their several roads free.

Mr. Vawter moved that the Constitution of the Association be so amended as to make the Corresponding Secretary chairman of the Executive Committee; but, as it met with some opposition and elicited some discussion, it was withdrawn.

Half an hour was spent in discussing a variety of topics in speeches of three minutes in length. A "good time" was had all around. Wit flowed freely, jokes were passed, anecdotes told, puns made, and laughing done with shaking sides.

The minutes of the day were read and adopted.

The remainder of the evening was spent in the interchange of sentiment. A number of short, pithy speeches were made, inducing laughter and sharp rejoinders.

The fourth annual meeting of the Indiana State Teachers' Association then adjourned to hold its next meeting in Terre Haute—commencing on the 20th of July, 1858.

Mr. COGGESHALL, State Librarian, has become the editor of the *State Journal of Education*. Mr. Caldwell has retired from the post.—*Ohio Jour. of Education*.

EDITORIAL MISCELLANY.

ILLINOIS STATE TEACHERS' ASSOCIATION.

This Body met at Decatur, Dec. 28, 29, 30, and 31. Besides listening to several able and interesting addresses, much important business was transacted.

A State Agent was appointed, Mr. Simeon Wright, of Franklin Grove, and his salary, \$1200, and expenses, were pledged by members of the Association.

Mr. C. E. Hovey, who has ably edited the *Illinois Teacher*, for the past two years, retires, and his place was filled by the election of Mr. Newton Bateman, of Jacksonville, one of the former Associate Editors.

The President of the Association for the coming year is Mr. B. G. Root, of Tamaroa.

Among the lecturers were the President, S. Wright, Mr. O. Springstead, on Oral Instruction, Prof. E. L. Youmans, of New York, on "the Chemistry of the Sunbeam," of which the Reporter for the *Chicago Tribune* says:

"In this address was blended with scientific accuracy such a rich vein of poetic fancy and genuine enthusiasm, as to elicit the most rapturous applause. It was, indeed, the most brilliant effort of the session, and its praises were in the mouth of every one who heard it."

H. D. Stratton, of Chicago, on "Commercial Education, as a branch of School Education;" W. P. Root, on the "Relation of Parent, Teacher, and Pupil;" J. F. Eberhart, on "Normal Institutes;" Richard Edwards, of the St. Louis Normal School, on "Normal Schools;" G. W. Bruce, of Chicago, on "School Government;" Dr. E. Roe, of Bloomington, on "Physical Education;" Pres. Blanchard, of Knox college, gave the closing address, in which he gave an eloquent and critical analysis of the Teacher's vocation. Our limits will not allow us to give even a brief abstract of these addresses.

Resolutions were passed, recommending the formation of Teachers' Institutes, endorsing the recommendation of the Board of Education, in reference to the establishment of school libraries and the introduction of school apparatus, especially the Holbrook Common School Apparatus. From seventeen hundred to eighteen hundred subscribers were pledged for the *Illinois Teacher*, and the Convention adjourned in the best possible spirits, to meet, next December, at Galesburg.

Our friends in Illinois have good cause to congratulate themselves on their success. No State has done more, during the past three years, to awaken educational interest, no one has made more rapid progress in the establishment of good schools, the building of elegant and costly school-edifices, than Illinois. And it has been done by her teachers. Able, ardent, hopeful, and self-sacrificing, they have, by their united and energetic action, awakened a spirit which will, in the course of a few years, make

Illinois second to no Western State in respect to schools. The action of the Association, in employing a State Agent, will be productive of the most favorable results. It was the most important measure before our own Association, but such was our faint heartedness, that we shrank from assuming the responsibility of appointing one. Most prominent among the good results which the teachers of Illinois have attained is the establishment of a State Normal University. It is true, that here Illinois had the advantage of Indiana. There was a large fund, \$70,000 or \$80,000, donated for this purpose, which awaited investment, and this influenced the liberal offers of the counties in the competition for its location. Still, the State Teachers' Association created and directed the enthusiasm which has attended the establishment of this Normal School, the most liberally endowed of any in the United States.

THE SCHOOL JOURNAL.

One year ago, at the meeting of the State Teachers' Association, we gave a tabular statement of the circulation of the *Journal*. The number of subscribers in the State was then 743; out of the State, 60; the whole number, 803. There were, then, 23 counties in which no copy of the *Journal* was taken. At the close of the second year, we submit a similar tabular statement. It will be seen that the number of subscribers has very nearly doubled. The number of counties in the State where there are no subscribers, is reduced to fourteen. If to this be added the Exchanges and Advertisers' copies, our entire circulation, during the past year, will reach nearly 1,700. This compares favorably with the circulation of Journals of other States. The *Ohio Journal* commenced with a circulation in the State, during the first year, of 1,285. This was increased during the second year to 1,920. Ohio has, probably, three times as many teachers as Indiana, and a much larger proportion than that even, of those who may be called permanent or professional teachers. The *Illinois Journal* during its second year had 1,421 subscribers in the State, and 101 out of the State, making in all, 1,532. No one will doubt but that the number of teachers in Illinois is much greater than in Indiana. We have every reason to be satisfied with the success which has thus far attended the *Journal*. Its subscription list is as large as its friends could have hoped. In regard to its pecuniary condition, we are happy to be able to congratulate you that it is free from debt, although it has, for two-thirds of the year, sustained a State Agent. Its exact pecuniary state will be given by your Treasurer. The financial pressure has cut down its revenue from advertisements, and it is hardly probable that much pecuniary aid can be, at present, expected from it in sustaining an agency. For multiplying and increasing its present subscription list, it must depend mainly upon the teachers. We ought to have at least 1,200 subscribers pledged by the members of the Association. These pledges ought to be fulfilled early in the year. By a little effort on the part of the teachers, its circulation can be raised to 2,000 during the coming year.

Thus far little pecuniary sacrifice has been made by the teachers, and by faithfully presenting the claims of the *Journal* to the support of educational men, it can maintain its past and present independence.

Circulation within the State.

	1856.	1857.		1856.	1857.
1. Adams.....	0.....	0	48. Madison.....	2.....	27
2. Allen.....	2.....	12	49. Marion.....	89.....	120
3. Bartholomew.....	0.....	4	50. Marshall.....	3.....	5
4. Benton.....	6.....	0	51. Martin.....	0.....	0
5. Blackford.....	0.....	4	52. Miami.....	1.....	4
6. Boone.....	1.....	24	53. Monroe.....	15.....	31
7. Brown.....	0.....	0	54. Montgomery.....	23.....	36
8. Carroll.....	6.....	13	55. Morgan.....	3.....	40
9. Cass.....	1.....	9	56. Noble.....	1.....	3
10. Clark.....	2.....	2	57. Orange.....	0.....	0
11. Clay.....	0.....	2	58. Owen.....	2.....	1
12. Clinton.....	1.....	3	59. Ohio.....	12.....	14
13. Crawford.....	1.....	1	60. Parke.....	12.....	51
14. Daviess.....	4.....	0	61. Perry.....	20.....	21
15. Dearborn.....	16.....	36	62. Pike.....	0.....	0
16. Decatur.....	4.....	13	63. Porter.....	6.....	6
17. DeKalb.....	0.....	3	64. Posey.....	6.....	3
18. Delaware.....	4.....	21	65. Pulaski.....	1.....	1
19. Dubois.....	0.....	0	66. Putnam.....	23.....	38
20. Elkhart.....	3.....	3	67. Randolph.....	3.....	25
21. Fayette.....	7.....	18	68. Ripley.....	2.....	5
22. Floyd.....	42.....	31	69. Rush.....	4.....	20
23. Fountain.....	20.....	22	70. St. Joseph.....	7.....	9
24. Franklin.....	0.....	11	71. Scott.....	4.....	0
25. Fulton.....	0.....	0	72. Shelby.....	4.....	18
26. Gibson.....	13.....	13	73. Spencer.....	14.....	14
27. Grant.....	0.....	6	74. Stark.....	0.....	0
28. Greene.....	1.....	3	75. Steuben.....	0.....	0
29. Hamilton.....	6.....	34	76. Sullivan.....	14.....	12
30. Hancock.....	0.....	7	77. Switzerland.....	1.....	0
31. Harrison.....	9.....	9	78. Tippecanoe.....	21.....	41
32. Hendricks.....	1.....	47	79. Tipton.....	0.....	17
33. Henry.....	4.....	45	80. Union.....	1.....	31
34. Howard.....	0.....	1	81. Vanderburgh.....	56.....	35
35. Huntington.....	2.....	4	82. Vermillion.....	25.....	27
36. Jackson.....	1.....	8	83. Vigo.....	9.....	13
37. Jasper.....	1.....	5	84. Wabash.....	1.....	6
38. Jay.....	0.....	25	85. Warren.....	6.....	14
39. Jefferson.....	46.....	30	86. Warrick.....	5.....	5
40. Jennings.....	0.....	10	87. Washington.....	15.....	19
41. Johnson.....	4.....	22	88. Wayne.....	87.....	139
42. Knox.....	10.....	9	89. Wells.....	0.....	0
43. Kosciusko.....	3.....	10	90. White.....	1.....	2
44. Lagrange.....	2.....	4	91. Whitley.....	0.....	10
45. Lake.....	2.....	2			
46. Laporte.....	6.....	33		743	1436
47. Lawrence.....	13.....	14			

Circulation without the State, during 1857.

Iowa.....	13	Rhode Island.....	2
Kentucky.....	7	New York.....	16
Illinois.....	28	Virginia.....	1
Pennsylvania.....	8	Georgia.....	1
Ohio.....	44	Louisiana.....	1
Missouri.....	4	Minnesota Territory.....	2
Massachusetts.....	4	Kansas Territory.....	2
Connecticut.....	1	Nebraska Territory.....	1
New Jersey.....	1		
Wisconsin.....	2		143
Michigan.....	6		

Circulation in the State, in 1856, 743; out of it, 60; Total, 803. In 1857, in State, 1436; out of it, 143; Total, 1579.

Mr. CRUMBAUGH, recently from Illinois, has taken charge of one of the schools in Richmond.

Miss STOWELL, of Vincennes, has become a teacher in the Richmond Public Schools.

In the last issue of the *Journal*, we published a portion of an address before the Parke County Teachers' Association, and in doing it did great injustice to a worthy gentleman. We have since received the following explanation, which places the matter in its true light.—ED.

AN EXPLANATION.—In the December number of the *Journal* is an extract from an address delivered by Mr. M. Simpson, injurious to the reputation of the Rev. G. W. Gale, D. D., late a Professor in Knox College, Galesburg, Illinois. The true state of the case is as follows: Dr. Gale, for a year or two past, has been afflicted with paralysis to such an extent as to disable him from writing. The letter referred to was originally dictated by him, but the copy sent to the press was one which he had not corrected. This explanation, which, doubtless, had not been seen by Mr. Simpson, must relieve Prof. G. from all discredit.—JUSTICE.

THE "AMENDE HONORABLE."—Our worthy Ex-President, James G. May, of New Albany, whom we unwittingly *parsonized*, in our report of the Semi-Annual meeting, is doing a good work in that city. We heartily beg his pardon for the mistake, and unfrock him with much pleasure; since, although he would, doubtless, make a good *parson*, he is still better fitted for the more difficult and responsible office of a good teacher.

R. M. JOHNSON has resigned his position in the Laporte Schools.

FREE SCHOOLS IN NEWCASTLE, HENRY COUNTY.—The citizens of Newcastle have voted to assess a tax of 40 cents on the hundred dollars, in order to establish and maintain Free Schools throughout the year. This is good news.

ATTENTION! SUBSCRIBERS.

We offer the *Atlantic Monthly* (the best periodical in the United States) and the *Indiana School Journal* for Three Dollars.


The *Atlantic Monthly* is published by PHILLIPS & SAMPSON, Boston, Mass., and has among its contributors the ablest writers in the country. As a literary magazine, it unquestionably takes precedence of any American Periodical. By an arrangement with the publishers, we are able to offer this Magazine, together with the *School Journal*, to our subscribers, at the subscription price of the Monthly only.

EPES SARGENT, author of *Sargent's Series of Readers*, has just issued the first number of a *School Monthly*, a magazine for pupils and teachers, schools and families. Price, One Dollar per year. Address the editor and proprietor, EPES SARGENT, Boston, Mass.

DELAWARE COUNTY.—The teachers of Delaware county, at a late meeting, voted to hold a Teachers' Institute some time in the Spring. This is a move in the right direction.

MADISON COUNTY.—This county has got the start of Delaware. We had the pleasure of attending an Institute in Pendleton, Madison county, during Christmas week, of which we purposed giving some account in the present number, but we find that space is wanting.

Our Mathematical Department is crowded out of this number, as are, also, some interesting communications, although we give eight additional pages. Sorry, but can't help it.

 SPECIAL NOTICE.—We send this number to many of our old subscribers who have not yet renewed. If any wish the *Journal* discontinued, please return this Number.

As we are in need of funds, subscribers will please remit promptly. Address GEO. B. STONE, Res. Ed. of *School Journal*, Indianapolis.

SCHOOL-BOOKS

FOR

INDIANA.

The people of Indiana, grown weary of the heavy and vexatious tax involved in the frequent changes of Text Books, established, through their Representatives, a State Board of Education, and made it one of the duties of that Board to examine the various School-Books, and recommend such as they believed the *best* for uniform adoption throughout the entire State.

In obedience to the requirements of this School Law, the first Board of Education, having carefully examined many different series, recommended the following as the *best* and *cheapest* :

READING AND SPELLING.

McGuffey's Eclectic Spelling Book; Sterling's Indiana First Reader; Sterling's Indiana Second Reader; Sterling's Indiana Third Reader; Sterling's Indiana Fourth Reader; McGuffey's Eclectic Fifth Reader.

ARITHMETIC AND ALGEBRA.

Ray's Arithmetic, First Book; Ray's Arithmetic, Second Book; Ray's Arithmetic, Third Book; Ray's Algebra, First Book; Ray's Algebra, Second Book; Ray's Key to Algebras.

The following is from the Report on Text Books by the State Board of Education.

„The examination of Books for our Common Schools has involved great labor: but the Board has endeavored to perform the arduous and responsible duty judiciously, thoroughly, and faithfully. Intrinsic merit has been considered of paramount importance; and, secondly, economy to the State. The Board would submit a few remarks on the books selected.

“SPELLING BOOK.—The object of a Spelling Book is to teach the orthographical form of words in a simple, methodical, and thorough manner. For this purpose preference is given to MCGUFFEY'S ECLECTIC SPELLING BOOK over any of the numerous works examined in that branch.

“READING BOOKS.—The Indiana Readers have been compiled by Mr. S. G. Sterling, Principal of Clifton Schools, from McGuffey's Eclectic Readers, which are known to educators in all parts of the Union, as the best class-books ever used. The choicest lessons of that excellent series make up the matter of the Indiana Readers.

“ARITHMETICS.—In this branch of study, the works of several authors have been carefully examined, and none found equal to Ray's series, which is of the highest order of merit. Prof. Ray's works show that the author is a thorough mathematician, and a skillful and successful instructor.”

So great and unquestioned is the merit of this series, and so general the favor with which these books have been received in all parts of the State, that while other Text Books on the list recommended by the State Board, have been repeatedly changed, *these* have been recommended by every Board of Education since its organization, and still continue the authorized and popular books for the State. Published by

Oct. 15, 1857.

W. B. SMITH & CO., Cincinnati, O.

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
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